

DOCUMENT RESUME

ED 479 766

SP 041 753

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TITLE Factors That Favor and Inhibit Transition of Community College Transfers to Four-Year Teacher Education Programs.
SPONS AGENCY Illinois State Board of Higher Education, Springfield.
PUB DATE 2003-08-00
NOTE 94p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Santa Fe, NM, August 9-13, 2003).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS College Students; *Community Colleges; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Attitudes; *Transfer Students

ABSTRACT

This study identified factors that impeded the smooth transition of transfer students into their final 2 years of teacher education, contrasting their experiences with that of native students. Researchers developed a moderator's guide and conducted six 90-minute focus groups at two state universities with native and community college transfer students. They mailed a survey to native and transfer juniors and seniors in Illinois state college preservice teacher education programs. Results indicated that overall, transfer students had a better college experience during their first 2 years, and native students had a better college experience during their last 2 years. A significant number of transfer students encountered difficulty with having taken proper prerequisites at the community college and with getting credits accepted by four-year colleges. Experiences after transfer indicated students were disappointed with class size, faculty availability, classroom condition, friendly atmosphere, costs, privacy and living arrangements, mobility, and obtaining employment and child care. Recommendations include encouraging students to make early decisions on major and four-year schools, providing more and better advising, providing students with information on changes in requirements, required tests, and activities, and developing child care options. (SM)

Judith A. Barbour

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FACTORS THAT FAVOR AND INHIBIT TRANSITION OF COMMUNITY COLLEGE TRANSFERS TO FOUR-YEAR TEACHER EDUCATION PROGRAMS

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Research funded through a HECA grant from the Illinois Board of Higher Education

Background and Purpose

- The state of Illinois has a goal of increasing the number of minority teachers in elementary, early childhood and middle level education.
- Available data indicate that, as a group, minorities face greater economic challenges when contemplating college attendance.
- Consequently, the option to decrease total cost by living at home and attending a Community College (CC) for the first two years is attractive.
- However, it was hypothesized that students transferring after two years might well face obstacles that the continuing native students did not.

Background and Purpose

- Reducing these obstacles would not only be desirable in its own right, but would be particularly beneficial to minority teacher candidates who are more likely to take the transfer route.
- While preliminary investigation revealed that there would be too few minority students to analyze as a statistically valid subgroup, it appeared reasonable to assume that removing or reducing the obstacles encountered by transfer students in general would also ease the transition for minority transfers.
- Thus, the purpose of this study was to identify and calibrate factors that impeded the smooth transition of transfer students into their final two years of teacher education while contrasting their experience with that of native students.

Methodology

- After review of available literature, a moderator's guide was developed and six 90-minute focus groups were conducted at two state universities.
- Half of the groups were comprised of native juniors and seniors in teacher education and half were comprised of students who had transferred from CC after two years.
- The purpose of this qualitative phase was to identify factors underlying or impeding a successful transition to the final two years of teacher education for both groups.
- Once identified, these factors would be calibrated in the quantitative phase.

Methodology

- A mail survey was sent to juniors and seniors majoring in elementary, early childhood and middle level teacher education at six state-sponsored colleges in Illinois.
- Separate questionnaires were developed for native students (those who enrolled in the four-year school as freshmen) and transfer students.
- 2079 transfer questionnaires and 1195 native questionnaires were mailed.
- All students were sent a postcard notifying them of the forthcoming survey.
- Two mailings were sent to all students, a first mailing and a follow-up.

Methodology

- 622 transfer student questionnaires and 420 native questionnaires were received for response rates of 30% and 35%.
- Data were analyzed using SPSS.
- All differences reported are statistically significant at .05 or less.
- Findings and recommendations will be sent to all state-assisted CC and four-year state institutions with teacher education programs in Illinois.

Transfer Students

Reasons Student Chose CC

- Responses to the pre-coded questions were predominately related to cost.
- Open-ended responses once coded were insightful.

Reason Student Chose CC

Reason	Percent Selecting
Lower Cost	64
Not ready to leave home	17
Not ready for 4 yr	8
Not want to leave friends	6
Keep Job	5

Other Reasons for Beginning at CC

Reason	Percent Mentioning
Tried 4 Yr Before and Didn't Work	14
Scholarship	14
Near Home - Job	10
Unsure About Major	8
Family Obligations	7
Did Not Transfer From CC	5
Other	38

Academic Satisfaction of First Two Years Compared to Last Two Years for Transfer Students

- Transfer students found the first two years more satisfying in regard to academic atmosphere.
- Transfer students found the last two years more satisfying in regard to academic advisement and challenge.

Transfer Students: Comparison of Experiences First Two Years vs. Last Two Years

	First Two Better	Last Two Better
Variety of Courses	X	
Difficulty of Courses		X
Class Size	X	
Faculty Availability	X	
Advisement on Courses		X
Advisement on Required Tests		X
Classroom Condition	X	
Advice on Career		X
GPA		X
Friendly Atmosphere	X	12

Transfer Students' Overall Satisfaction With College Life First Two Years Compared to Last Two Years

- Transfer students were more satisfied with costs and mobility factors in their first two years.
- Transfer students were more satisfied with food quality, housing information and ability to become involved with college activities in their last two years.

Transfer Students: Comparison of Experiences First Two Years vs. Last Two Years

	First Two Better	Last Two Better
Quality of Meals		X
Quality of Living Arrangements	X	
Housing Privacy	X	
Cost of Tuition	X	
Cost of Housing	X	
Cost of Books	X	
Cost of Meals and Food	X	
Information on Housing		X

Transfer Students: Comparison of Experiences First Two Years vs. Last Two Years

	First Two Better	Last Two Better
Ability to Be Involved With Local Community	X	
Ability to Be Involved With College Activities		X
Ease of Getting to Classes	X	
Ease of Getting to Shops	X	
Ease of Returning Home	X	
Ease of Finding Employment	X	
Availability of Child Care	X	

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Differences in Satisfaction Between Transfer Students With and Without Children

- Students with children were less satisfied with atmosphere, mobility and available support in their last two years.
- Students with children were more satisfied with course variety, GPA and financial aid in their last two years

Transfer Students: Satisfaction Levels of Students With Children Compared to Those Without Children

	Children Higher	No Children Higher
Variety of Courses Last Two Years	X	
GPA Last Two Years	X	
Availability of Support Services Last Two Years		X
Friendly Atmosphere Last Two Years		X
Cost of Meals First Two Years		X
Child Care First Two Years		X
Child Care Last Two Years		X
Ease of Getting to Class Last Two Years		X
Financial Aid Last Two Years	X	17

Differences in Satisfaction by Age for Transfer Students

- Older students are less satisfied with almost all aspects than younger students.
- Younger students place more importance on receiving AA degree.

Transfer Students: Satisfaction Levels of Students 23 and Under vs. 24 and Older

	23 and Younger Higher	24 and Older Higher
Availability of Faculty First Two Years	X	
Variety of Courses Last Two Years	X	
GPA Last Two Years		X
Availability of Support Services Last Two Years	X	
Quality of Living Arrangements First Two Years	X	

Transfer Students: Satisfaction Levels of Students 23 and Under vs. 24 and Older

	23 and Younger Higher	24 and Older Higher
Cost of Tuition First Two Years	X	
Cost of Housing First Two Years	X	
Cost of Meals First Two Years	X	
Ease of Returning Home First Two Years	X	
Cost of Books First Two Years	X	
Financial Aid Last Two Years		X
Ease of Finding Employment First Two Years	X	

Transfer Students: Satisfaction Levels of Students 23 and Under vs. 24 and Older

	23 and Younger Higher	24 and Older Higher
Social Life Last Two Years	X	
Ease of Getting to Classes Last Two Years	X	
Importance of AA Degree	X	
Child Care Last Two Years	X	

Differences in Satisfaction Between Working and Non-Working Transfer Students

- Working students are less satisfied with communication with their four-year school and cost of books.
- Working students are more satisfied with ease of employment at the four-year school.

Transfer Students: Satisfaction Levels of Students Who Work vs. Those Who Do Not Work

	Work Higher	Don't Work Higher
Advisement on Courses Last Two Years		X
Communication on Requirements Last Two Years		X
Cost of Books Last Two Years		X
Ease of Finding Employment Last Two Years	X	

Differences in Satisfaction Between Junior and Senior Transfer Students

- Seniors are more satisfied with everything except availability of faculty.
- This may be an artifact related to the time a student has been in the last two years of their college experience.

Transfer Students: Satisfaction Levels of Juniors vs. Seniors

	Juniors Higher	Seniors Higher
Availability of Faculty First Two Years	X	
GPA Last Two Years		X
Cost of Meals and Food Last Two Years		X
Ease of Making Friends Last Two Years		X
Social Life Last Two Years		X
Ability to Be Involved With Local Community Last Two Years		X
Ease of Finding Employment Last Two Years		X
Ease of Getting to Shops Last Two Years		X

Satisfaction With Transfer Process

Topic	% Rating 1 or 2 Where 5 = Very Satisfied and 1 = Very Dissatisfied
Advice from CC on which courses would be required as prerequisites by four-year college	24
Advice from four-year college on what courses would be required as prerequisites	17
Advice from CC on which courses would transfer for credit to four-year college	24

Satisfaction With Transfer Process

Topic	% Rating 1 or 2 Where 5 = Very Satisfied and 1 = Very Dissatisfied
Advice from four-year college on which courses would transfer for credit	18
Ease of contacting four-year school for advice by phone prior to arrival on campus	20

Transfer Students - Anything Else Current College Could Have Done Before You Enrolled to Make Your Final Two Years Go More Smoothly?

Improvements	Percent Mentioning
Nothing - Everything Went Well	28
Better Advising/Advisors - Spend More Time Advising	19
Better Communication - More Information on Requirements	11
Written Lists of What Classes are Needed	7

Open-Ended Responses to How Four-Year College Could Have Improved Transition for Transfer Students

- Most issues centered on better communication with four-year college.

Transfer Students - Anything Else Your First College Could Have Done To Make The Final Two Years Go More Smoothly ?

Improvements	Percent Mentioning
Better Advisement - Know What Is Needed To Transfer	44
Nothing – Everything Went Well	34

Transfer Students Open-Ended Responses to How CC College Could Have Improved Transition

- Improved advising dominates comments.

Native Students

Native Students' Reasons For Choosing Four-Year College

- Prestige was a narrow leader.
- Surprisingly followed closely by a desire to get out of the house.

Native Students' Reasons For Choosing Four-Year College

Reason	Percent Choosing
More Prestige	35
Wanted to Get Out of House	22
More Course Selection	19
More Challenging	15
Other	9

Open-Ended Responses to Reason For Native Students Choosing Four-Year College

- Quality was the leader.
- But, perceived difficulty in transferring was a close second, and should have been included in the choices for the pre-coded alternatives.

Other Reasons for Choosing a Four-Year College

Reason	Percent Mentioning
Quality Education Program	20
Didn't Want Transfer Hassle	16
Wanted the Degree	12
Social or Athletic Motives	8
College Experience	7
Parents	7
Knew I Wanted Degree In Teaching	6
Wanted to Finish Faster	6
Scholarship	5
Other	11
	36

Native Students' Academic Satisfaction

First Two Years Compared to Last Two Years

- Native students found the last two years more satisfying on everything except variety of courses.

Native Students: Comparison of Experiences First Two Years vs. Last Two Years

	First Two Better	Last Two Better
Variety of Courses	X	
Difficulty of Courses		X
Quality of Courses		X
Class Size		X
Faculty Availability		X
Advisement on Courses		X
Advisement on Required Tests		X
Classroom Condition		X
Advice on Career		X
GPA		X
Friendly Atmosphere		X

Native Students' Overall Satisfaction with College Life First Two Years Compared to Last Two Years

- Native students found all aspects except tuition more satisfying in the last two years.
- This is probably due to tuition increases by the state schools.

Native Students: Comparison of Experiences First Two Years vs. Last Two Years

	First Two Better	Last Two Better
Availability of Support Services		X
Quality of Meals		X
Quality of Living Arrangements		X
Housing Privacy		X
Cost of Tuition	X	
Cost of Housing		X
Information on Housing		X

Native Students: Comparison of Experiences First Two Years vs. Last Two Years

	First Two Better	Last Two Better
Social Life		X
Ability to Be Involved With Local Community		X
Ability to Be Involved With College Activities		X
Ease of Getting to Classes		X
Ease of Getting to Shops		X
Ease of Returning Home		X
Ease of Finding Employment		X

Differences in Satisfaction Between Native Students With and Without Children

- Students with children were more satisfied with quality of instruction and meals during the first two years than those without children.

Native Students: Satisfaction Levels of Students With Children Compared to Those Without Children

	Children Higher	No Children Higher
Quality of Instruction First Two Years	X	
Quality of Meals First Two Years	X	

Differences in Satisfaction by Age of Native Student

- Older students are more satisfied with financial aid and mobility.
- Older students are less satisfied with everything else.

Native Students: Satisfaction Levels of Students 23 and Under vs. 24 and Older

	23 and Younger Higher	24 and Older Higher
Advisement on Course Selection First Two Years	X	
Ability to Get Involved With College Activities First Two Years	X	
Financial Aid Last Two Years		X
Ease of Getting to Shops Last Two Years		X

Native Students: Satisfaction Levels of Students 23 and Under vs. 24 and Older

	23 and Younger Higher	24 and Older Higher
Social Life Last Two Years	X	
Ease of Getting to Classes Last Two Years	X	
Importance of AA Degree	X	
Child Care Last Two Years	X	

Differences In Satisfaction Between Working and Non-Working Native Students

- Non-working students are more satisfied with everything except ease of finding work.

Native Students: Satisfaction Levels of Students Who Work vs. Those That Do Not Work

	Work Higher	Don't Work Higher
Quality of Instruction First Two Years		X
Class Size First Two Years		X
Communication on Requirements First Two Years		X
Variety of Courses Last Two Years		X
Condition of Classrooms Last Two Years		X
Cost of Tuition First Two Years		X
Cost of Housing First Two Years		X
Ease of Finding Employment First Two Years	X	
Ease of Finding Employment Last Two Years	X	48

Differences In Satisfaction Between Junior and Senior Native Students

- Juniors are more satisfied.
- This is a reversal from the transfer results.

Native Students: Satisfaction Levels of Juniors vs. Seniors

	Juniors Higher	Seniors Higher
Availability of Faculty First Two Years	X	
Advice on Career Choice First Two Years	X	
Friendly Atmosphere First Two Years	X	
Availability of Support Services First Two Years	X	
Advice on Career Choice Last Two Years	X	

Native Students' Open-Ended Responses to What Four-Year School Could Have Done to Make Last Two Years Go More Smoothly

- Better advising leads the list.
- This is followed by assistance with social and living conditions.

Native Student - Anything Else Current College Could Have Done in the First Two Years to Make the Last Two Years Go More Smoothly?

Reason	Percent Selecting
Better Advising	31
Nothing - all went well	21
Social and Living Conditions	18
Better Communication - More Information On Requirements	7
Better Class Offerings And Curricula	5
Less General Ed Classes	4
More Hands On Experience In First Two Years	3
Other	11
	52

Transfers vs. Natives

Differences in Satisfaction with the First Two Years College Experience Between Transfers and Natives

- Transfer students were more satisfied than natives with
 - Variety of courses available
 - Difficulty of courses available
 - Quality of instruction
 - Class size
 - Condition of classroom
 - Communication regarding requirements
 - Advice on career choice
 - GPA
 - Accommodation of diversity needs
 - Availability of support services
 - Quality of meals and food arrangements
 - Quality of living arrangements

Differences in Satisfaction with the First Two Years College Experience Between Transfers and Natives

- Transfer students were more satisfied than natives with
 - Privacy in housing
 - Cost of tuition
 - Cost of housing
 - Cost of meals and food
 - Financial aid
 - Ability to be involved with local community
 - Ease of getting to classes
 - Ease of getting to shops
 - Ease of returning home
 - Ease of finding employment
 - Child care

Differences in Satisfaction with the First Two Years College Experience Between Transfers and Natives

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- Native students were more satisfied than transfers with
 - Ease of making friends
 - Social life
 - Ability to get involved with college activities

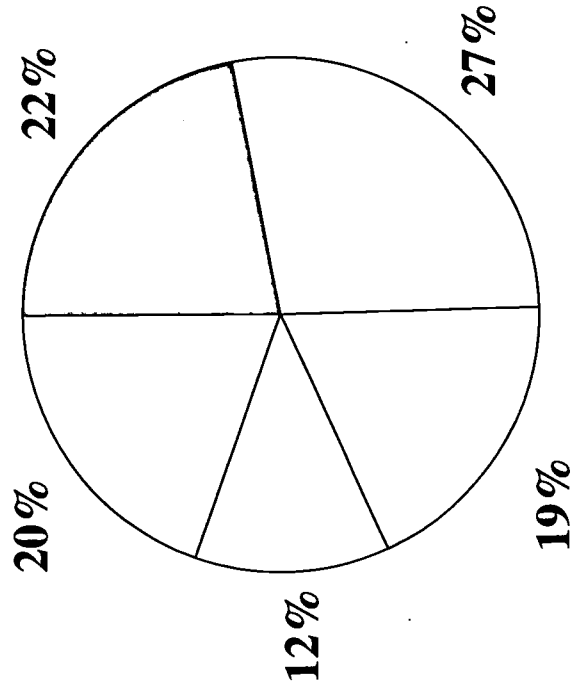
Differences in Satisfaction with the Last Two Years College Experience Between Transfers and Natives

- Transfer students were more satisfied than natives with:
 - Variety of courses available
 - Accommodation of diversity
 - Financial aid
- Native students were more satisfied than transfers with:
 - Class size
 - Availability of faculty
 - Friendly atmosphere
 - Quality of living arrangements
 - Privacy in housing
 - Ease of making friends
 - Social life
 - Ability to be involved with college activities
 - Ease of getting to classes
 - Ease of returning home

Segmenting the Natives and Transfer Students

- The 32 satisfaction items were analyzed using principal components.
- Three factors were retained and, after rotation labeled:
 - Concerned with advising and communication
 - Instruction and teaching environment
 - Curriculum and available support
- Factor scores were then computed for each student.
- The students were then clustered based on similarities in their factor score profiles.
- The clusters (segments) were then labeled by considering the average values of survey variables and factor scores in each cluster when these were significant using ANOVA.

Native Segments – First Two Years



- ☐ Hey - Life Is Great
- ☐ How About Meaningful Courses
- ☐ Had Fun Despite Poor Advising
- ☐ Could Have Been Better
- ☐ Nothing Went Right

Hey – Life Is Great (20%)

- Overall adequacy of first two years in preparing you for final two years 7.3 (on 10 pt scale where 10= High)
- 1/3 choose four-year school because it had more prestige than CC.
- 1/5 chose because they wanted to get out of the house.
- 1/5 chose because four-year school had more course selection.
- 1/7 chose four-year because it was more challenging.
- Other reasons:
 - 1/3 did not want transfer hassle.
 - 1/4 wanted the degree.
 - 1/6 wanted the four-year experience.
- 1/3 would have liked more information on requirements during their first two years.
- 1/3 felt that the transition to the last two years went well.
- 1/2 live in off campus apartments.
- 4/5 are 20-21.
- 1/2 work – most more than 10 hours a week.

Hey – Life Is Great (20%)

- First two years satisfied with
 - Availability of faculty, advisement on course selection, advice on required tests, classroom condition, advice on career choice, GPA and and friendly atmosphere in first two years.
 - Social life, ease of making friends, ability to get involved with college activities, ease of getting to classes, ease of returning home and provision of ethnic or multi-cultural support groups.
 - Positive association with advising, instructional quality and curriculum/support dimensions.

How About Meaningful Courses? (25%)

- Overall adequacy of first two years in preparing you for final two years 6.5
 - 3/10 chose four-year school because of greater prestige.
 - 1/4 wanted to get out of house.
 - 1/4 wanted more course selection.
 - Other
 - 1/4 wanted the degree.
 - 1/8 were directed to four-year by parents.
 - 1/8 did not want the transfer hassle.
 - 1/4 wanted better communication on requirements for the last two years.
 - 1/4 wanted better class offerings and curricula.
 - 1/6 wanted less general education classes.
 - 1/6 live in dorms.
 - 1/3 live in off campus apartments.
 - 2/3 are 20-21.
 - 1/3 are 22-23.

How About Meaningful Courses (25%)

- 2/3 work – half more than 10 hours a week.
- 1/2 are juniors.
- First two years not satisfied with
 - Difficulty of courses
 - Quality of instruction
 - Cost of books
 - Negative association with curricula and available support dimension
- First two years satisfied with
 - Variety of courses available
 - Availability of faculty

Had Fun Despite Poor Advising (17%)

- Overall adequacy of first two years in preparing you for final two years 6.0
- 2/5 chose four-year school for greater prestige.
- 1/5 chose for more course selection.
- Other
 - 2/5 wanted the degree
 - 1/4 knew they wanted degree in teaching
 - 1/7 chose for social or athletic motives
- 2/5 wanted better communication on requirements.
- 1/3 wanted more information on requirements.
- 1/2 live in off campus apartments.
- Older 1/3 are 22 and above.

Had Fun Despite Poor Advising (17%)

- First two years not satisfied with
 - Variety of courses
 - Advisement on course selection
 - Advisement on required tests
 - Communication regarding requirements
 - Advice on career choice
 - Negatively associated with advising dimension
- First two years satisfied with
 - Ease of making friends
 - Social life
 - Positive association with instruction and curriculum/support dimensions

Could Have Been Better (11%)

- Overall adequacy of first two years in preparing you for final two years 6.0
 - 1/3 chose four-year for greater prestige.
 - 1/3 for more course selection.
 - 1/5 to get out of house.
 - Other
 - 1/5 did not want transfer hassle.
 - 1/5 scholarship.
 - 1/5 wanted to finish faster.
 - 1/4 wanted better advising.
 - 1/3 wanted better communication on requirements.
 - 1/2 live in off campus apartments.
 - 1/6 live in dorm.
 - 3/4 work – most more than 10 hours a week.
 - Older 2/5 22 and over.
 - 2/3 are seniors.

Could Have Been Better (11%)

- First two years not satisfied with
 - Ease of finding employment
 - Negative association with instruction dimension
- First two years satisfied with
 - Positive association with curriculum and available support dimension

Nothing Went Right (27%)

- Overall adequacy of first two years in preparing you for final two years 5.3
- 2/5 chose four-year for more prestige.
- 1/5 for course selection.
- 1/5 because it was more challenging.
- Other
 - 1/4 quality education program.
 - 1/5 did not want transfer hassle.
- 1/3 wanted more communication on requirements.
- 1/4 wanted better advising.
- 1/8 wanted better course offerings and curricula.
- 1/5 live in on campus apartment.
- 2/5 live in off campus apartment.
- Younger 2/3 are 21 or under.
- 3/4 work – most more than 10 hours a week.

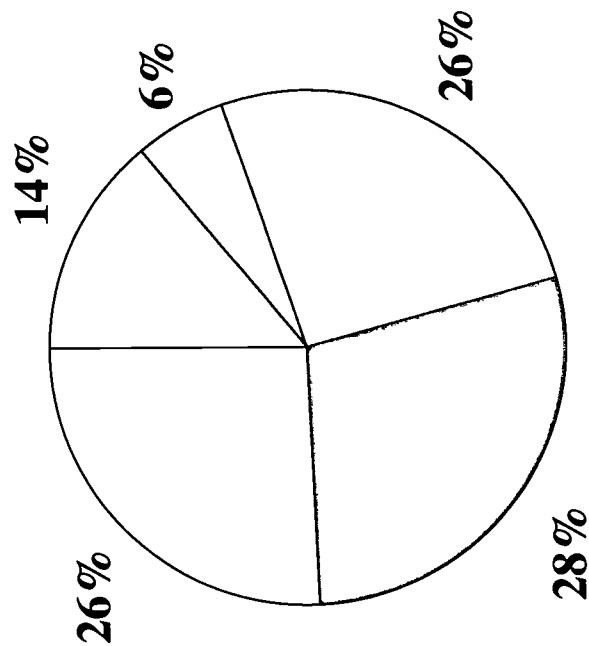
Nothing Went Right (27%)

- First two years not satisfied with
 - Variety of courses
 - Quality of classes
 - Class size
 - Availability of faculty
 - Advisement on course selection
 - Advisement on required tests
 - Condition of classroom
 - Communication regarding requirements
 - Advice on career choice
 - Quality of living
 - Privacy in housing arrangements

Nothing Went Right (27%)

- First two years not satisfied with (cont’)
 - Cost of tuition
 - Cost of housing
 - Cost of books
 - Cost of meals and food
 - Ability to become involved with local community
 - Ease of getting to shops
 - Negatively associated with advising, instruction and curriculum/support dimensions

Transfer Segments – First Two Years



- ☐ Needed More Advisement - But It Turned Out OK
- ☐ Nothing Went Right
- ☐ Could Have Been Better
- ☐ Hey - Life Is Great
- ☐ Had To Do Too Much On My Own

Needed More Advisement – But It Turned Out OK (14%)

- Overall adequacy of first two years in preparing you for final two years 7.5
- 1/2 wanted better advising from CC.
- 10% wanted written list of courses needed from four-year school.
- 10% wanted information on requirements from four-year school.
- 24% wanted better advising from four-year school.
- 1/2 commute from home.
- Older students.
- 1/3 have children.
- 2/3 work – most more than 10 hours a week 3/4 are seniors.

Needed More Advisement – But It Turned Out OK (14%)

- First two tears not satisfied with
 - Advisement on course selection
 - Advisement on required tests
 - Communication regarding requirements
 - Advice on career
 - Cost of books
 - Advice from CC on courses required by four-year college
 - Found separation from family and friends difficult
 - Negative on advising dimension
- First two years satisfied with
 - Instruction and academic environment dimensions
 - Support for support services and accommodation of diversity dimension

Nothing went Right (6%)

- Overall adequacy of first two years in preparing you for final two years 5.3
- 2/5 wanted better advisement from CC on what is needed to transfer.
- Nearly half thought had no transfer complaints regarding four-year school.
- 1/2 commute from home.
- They eat less food at home and more from fast food and food courts.
- Slightly older.
- 3/10 have children.
- 1/2 work more than ten hours a week.
- 13% minorities.
- 1/5 male.
- 3/4 seniors.

Nothing went Right (6%)

- First two years not satisfied with
 - Variety of courses
 - Difficulty of courses
 - Quality of instruction
 - Availability of faculty for discussion
 - Advisement on course selection
 - Advisement on required tests
 - Condition of classroom
 - Communication regarding requirements
 - Advice on career
 - GPA

Nothing went Right (6%)

- First two years not satisfied with
 - Accommodation of diversity needs
 - Availability of support services
 - Friendly atmosphere
 - Quality of meals and food available
 - Cost of books
 - Cost of meals
 - Ability to be involved with local community
 - Ability to be involved with college activities
 - Negative association with instruction and academic environment dimensions
 - Negative association with courses support services and accommodation of diversity dimension
 - Negative association with advising dimension

Could Have Been Better (26%)

- Overall adequacy of first two years in preparing you for final two years 6.6
- 1/2 wanted better advising from CC on what would transfer.
- 1/7 wanted written list of required course from four-year college.
- 1/5 wanted better advising from four-year college.
- 1/2 commute from home.
- Get more meals from fast food and food court.
- Older.
- 1/4 have children.
- Half work – most more than ten hours a week.
- Half seniors.

Could Have Been Better (26%)

- First two years not satisfied with
 - Advisement on course selection
 - Advisement on required tests
 - Communication regarding requirements
 - Advice on career
 - Cost of books
 - Advice from CC on courses needed at four-year college
 - Negative association with instruction and academic environment dimension

Could Have Been Better (26%)

- First two years satisfied with
 - Variety of courses available
 - Class size
 - Availability of faculty for discussion
 - Condition of classrooms
 - GPA
 - Accommodation of diversity needs
 - Friendly atmosphere

Hey – Life Is Great (29%)

- Overall adequacy of first two years in preparing you for final two years 8.0
- 2/3 felt everything went well with the transfer experience from the CC perspective.
- 1/10 wanted written list of required courses from four-year college.
- 1/8 wanted information on requirements from four-year college.
- 1/5 wanted better advising from four-year college.
- 1/2 commute.
- 3/4 prepare meals at home.
- Younger.
- 1/5 have children
- 7/10 work- 2/3 more than 10 hours a week.
- First two years satisfied with
 - Everything

Had To Do Too Much On My Own (26%)

- Overall adequacy of first two years in preparing you for final two years 6.7
- 4/10 felt everything went well with transfer from CC perspective.
- 1/3 felt CC could do more in advising what courses are needed to transfer.
- 1/3 felt everything went well from four-year college perspective.
- 1/7 wanted written lists of required courses from four-year college.
- 1/7 wanted information on requirements from four-year college.
- 1/7 wanted better advising/more advisors from four-year college.
- 1/5 commute.
- 7/10 prepare meals at home/apartment.
- Very young.
- 1/5 have children.
- 2/3 work – 2/3 more than 10 hours a week.

Had To Do Too Much On My Own (26%)

- First two years satisfied with
 - Class size
 - Availability of faculty for discussion
 - Condition of classrooms
 - Friendly atmosphere
 - Privacy of living arrangements
 - Cost of tuition
 - Cost of housing
 - Ease of getting to shops
 - Ease of returning home
 - Positive association with instruction and academic environment dimension
 - Negative association with courses, accommodation of diversity and support services dimension

Demographics

- Both groups have similar eating habits.
- Transfers are most likely to commute while natives are most likely to have an off campus apartment.
- Transfers are older and much more likely to have children.
- Natives are more likely to work, but often work less hours than transfers.

Student Demographics

	Transfer	Native
Eating Habits		
Prepare Their Own Food	73%	76%
Buy Fast Food	10%	5%
Get From Food Court	15%	18%
Other	2%	1%

Student Demographics

	Transfer	Native
Living Arrangements		
Dorm	15%	15%
Commute	49%	12%
On Campus Apartment	9%	15%
Off Campus Apartment	22%	45%
Graduated	2%	3%
Student Teaching	2%	9%
Other	2%	2%

Student Demographics

	Transfer	Native
Age		
20-21	29%	66%
22-23	40%	30%
24-25	9%	1%
26-30	8%	1%
Over 30	14%	1%

Student Demographics

	Transfer	Native
Children		
Yes	25%	2%
No	75%	98%
Employment		
10 Hours a Week or Less	16%	27%
More than 10 but less than 20	22%	27%
More than 20 Hours a Week	26%	15%
Not Employed	36%	31%

Student Demographics

	Transfer	Native
Gender		
Female	93%	96%
Male	7%	4%
Year		
Junior	34%	47%
Senior	66%	50%

Conclusions

- Overall transfer students had a better college experience their first two years and natives their last two years.
- The transfer process
 - A significant number of transfer students encounter difficulty with
 - Having taken proper prerequisites at CC
 - Getting credits accepted by four-year colleges
- Experiences after transfer indicate disappointment with
 - Class size
 - Faculty availability
 - Classroom condition
 - Friendly atmosphere
 - Costs
 - Privacy and living arrangements
 - Mobility
 - Obtaining employment and child care

Recommendations

- Improving the Transfer Process
 - Community Colleges should
 - Encourage students to make an early decision on major and four-year school
 - Have current lists of required prerequisites at all of the four-year colleges to which their students typically transfer
 - Have information on what courses will transfer to each of the four-year colleges for credit
 - Provide more and better advising
 - Stress the importance of the AA degree in getting courses accepted by the four-year school

Recommendations

- Improving the Transfer Process
 - Four-year colleges should
 - Provide more and better advising
 - Provide a designated person(s) and phone number with days and hours of availability for prospective transfer students to call for information
 - Provide a written list of prerequisites as well as a list of courses likely to transfer for credit and those unlikely to transfer
 - Periodically send a departmental representative to the CC comprising most of their transfers to host an informational session with students and advisors

Recommendations

- Improving the Final Two Years Experience for Transfer Students
 - Class size, classroom condition, cost factors and mobility are unlikely to improve under the current fiscal constraints at four-year colleges.
 - However, students should be forewarned that their expectations in these areas may not be met compared to their first two years.
 - Information on changes in requirements, required tests and activities (i.e. association membership) should be mailed to all students.
 - Shuttle buses to shopping areas are needed.
 - Since ½ of the transfer students commute they should be given parking stickers for a lot that has shuttle buses to campus locations.
 - Four-year colleges should provide current information on private housing and employment openings to CC advisors and accepted transfer students.
 - Given the percentage of transfer students with children – child care options should be developed.

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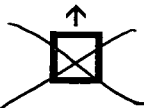
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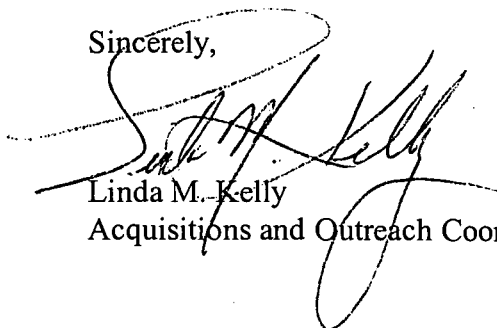
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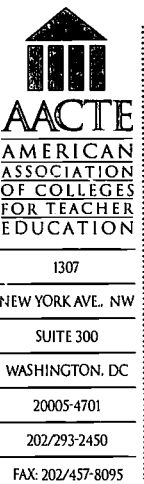
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